



# SEDONA RECYCLES

KEEPING THE RED ROCKS GREEN SINCE 1989

## Leave No Trace Outdoor Art

Developed by Jean Turocy, Sedona Recycles

### Overview

The United States has a consumer driven economy that generates a lot of waste. To help break away from this mindset, this art activity is done with no purchased materials and with the intention of an impermanent end product.

### Objectives

- Understanding that a fun activity does not require material things or spending money.
- Learn the need to reduce our consumption and reuse what we already have.
- Explore and connect to the natural world.
- Increase power of observation and creativity.

Grade Level: 4-8

Suggested Time: 1-1.5 hours

### Multimedia Resources

- <http://www.npr.org/2015/10/08/446731282/sculptor-turns-rain-ice-and-trees-into-ephemeral-works>
- <http://www.landart-creations.com/land-art/>

### Materials

- Any natural material found on the ground outside: twigs, leaves, stones, berries, flowers etc.

## Before the Lesson

- Check outside to make sure there is enough material lying on the school grounds to work with.
- Find a suitable place to lay out artwork, out of the wind.

## The Lesson

Part I: Lead the class in a discussion about consumerism by asking the following:

- How many different art supplies does our classroom have?
- How much money is spent on them per year?
- Do all of them get used?
- What happens to different items when they're used up? (Markers, sharpies, glue sticks, tape rolls, pads of paper etc.)
- Are these things recyclable? If not how many pounds of waste do they generate?

Part II: Art Instructions:

- We are going to give the earth a break by creating art without consuming any natural resources. We will use natural resources but return them back to the earth.
- You can create anything you want using only things you find on the ground (excepting litter). You may not pull or break things off of plants or trees.
- Define the boundaries the students can travel in search of material.
- Students can work alone or in twos or threes.

Part III: Visit Each Creation

- Were you surprised at any particular work?
- Did someone use materials you didn't notice were there?
- Was there something you wished you could do or add but weren't able to?
- We will now leave our creations and nature will redistribute them. How do you feel letting your work go?

Science Extensions (Optional)

- 4th: Pick a plant material you used most of and find one adaptation it has to survive. Pick a classroom art supply and name a natural resource that went into its making.
- 5th: Pick a material you used and describe how it will change in matter (seed to tree, leaf to hummus, etc.)
- 6th: Classify all the types of material in your artwork.

- 7th: Choose a plant material used and describe the weather conditions that enabled it to be in this area. If rocks were used, choose one and decide if it's sedimentary, igneous, or volcanic.
- 8th: Can you find two materials that have a symbiotic or competitive relationship? Find one native species and one non-native.

### Check for Understanding

- Discuss the difference between having an experience vs. having stuff.
- Importance of reducing material consumption at school and at home.
- What if no one thought about where the things we use end up?
- When is the right time to think about where things go when you're done with it? (Before purchase, not after.)





